

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
WEST UKRAINIAN NATIONAL UNIVERSITY

APPROVED

Director of B. Havrylyshyn Education  
and Research Institute of International  
Relations

Iryna IVASHCHUK

« 31 » 2023



APPROVED

Interim Vice-Rector  
for Academic Affairs and Research

Viktor OSTROVERKHOV

« 31 » 2023



## COURSE OUTLINE

### «PEDAGOGY AND PSYCHOLOGY FOR PROFESSIONAL DISCIPLINES TEACHING»

Degree of higher education  
Field of knowledge  
Specialty  
Educational and Scientific Program

Master  
07 Management and Administration  
073 Management  
International Management

Department of Psychology and Social Work

Form of study	Study year	Semester	Lectures	Practical	ISW (hours)	Training, CPIT (hours)	IWS (hours)	Totally (hours)	Exam
Full-time	1	2	30	15	5	6	64	120	2

The course outline is compiled on the basis of the educational and scientific training program for Master's students in the specialty 073 Management of the field of knowledge 07 Management and administration, approved by the Academic Council of WUNU, minutes No. 10 dated June 23, 2023.

The course outline was compiled by Serhii SHANDRUK, Doctor of psychological sciences, Professor of Department of Psychology and Social Work

The course outline was approved at the meeting of the Department of Psychology and Social Work minutes No. 1 August 28, 2023.

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The course outline was reviewed and approved by the support group for specialty 073 "Management", minutes No. 1 dated August 31, 2023.

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## STRUCTURE OF THE COURSE "PEDAGOGY AND PSYCHOLOGY FOR PROFESSIONAL DISCIPLINES TEACHING"

### 1. DESCRIPTION OF THE COURSE « PEDAGOGY AND PSYCHOLOGY FOR PROFESSIONAL DISCIPLINES TEACHING »

Course – Pedagogy and Psychology for Professional Disciplines Teaching	Field of study, Specialty, Degree	Course description
ECTS Credits – 4	Field of study – 07 Management and administration	Standard course Working language - English
Test modules - 4	Specialty – 073 “Management”	Study Year– 1 Semester – 2
Content modules – 2		Lectures - 30 hours Practical classes– 15 hours
Total amount of hours – 120	Degree – Master’s	Independent work - 64 hours Training, CPIT - 6 hours Individual work - 5 hours
Week hours 8 hours, class hours – 3 hours;		Type of final control - Examination

### 2. LEARNING OBJECTIVES AND OUTCOMES

**2.1. The purpose of studying the course.** The purpose of the academic course is to develop students' capacity to apply basic psychological and pedagogical knowledge to practical issues of teaching professional disciplines in higher educational institutions; effectively apply methods of teaching professional disciplines; take a systematic approach to the organization of training in professional disciplines; and manage students' knowledge in higher education, carry out pedagogical communication, observing generally accepted norms of behavior and morality in professional relations.

**2.2. Learning objectives.** The primary learning objectives of the course are:

- study the psychological and pedagogical aspects of professional discipline teaching in higher educational institutions;
- clarify the peculiarities of the formation of the volume of educational information on professional disciplines in higher educational institutions;
- study the psychological and pedagogical aspects of assimilation of professional discipline information;
- understand the techniques for evaluating students' quality of information assimilation;
- assimilate of the key directions for future growth of professional discipline teaching in higher education institutions.

**2.3. Name and description of competences, the formation of which ensures the study of the course:**

GC2. Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge/types of economic activity);

SC10. Ability to apply the basics of pedagogy and psychology in the educational process in higher education institutions.

## **2.4. Prerequisites for studying the course**

"Business English Communication", "Project Management", «Strategic Management of Corporations», "Investment Management", "Team Management and Leadership"

## **2.5. Learning outcomes**

As a result of studying the discipline, students should be able to:

PLO13. To be able to plan and teach specialised academic subjects in higher education institutions

# **" PEDAGOGY AND PSYCHOLOGY FOR PROFESSIONAL DISCIPLINES TEACHING " OUTLINE**

## **Content module 1. Basics of professional discipline teaching psychology**

**Theme 1.** Introduction. The discipline's subject, objectives, and tasks. The foundations, components, and assignments of psychology. Issues, difficulties, and developments in the instruction of professional subjects. Cognitive and educational activity's psychological characteristics.

**Theme 2.** Students' peculiarities in age psychology. Idea of a group. Individuality and group. Being a student as a social group. Studentship is characterized by increasing social engagement, independence in time management, self-worth, maximalism, and clarity of evaluation. Contemporary Ukrainian and international studentship. Student adaptation to studying at a higher education institution.

**Theme 3.** Interaction psychology between instructors and students.

Peculiarities, intensity, and substance of teacher-student communication during the instruction of professional subjects. Aspects of communication that are creative, ethical, and moral. Successful communication. The prerequisites for overcoming communication obstacles. Conflict types and their root causes. The dynamics and structure of disputes. Conflicts' purposes. Conflict avoidance and resolution techniques in higher education institutions.

**Theme 4.** Psychological characteristics of student motivation for learning. Motivation issues for studying in higher education. Motivation dependence on how difficult the work is.

## **Content module 2. Basics of professional discipline teaching pedagogy**

**Theme 5.** Normative documents and the content of education as a component of the educational policy of the state. A competent approach to the formation of the content of education. Law of Ukraine "On Higher Education". National Qualifications Framework. Professional standard. Standard of higher education. Educational (educational-professional, educational-scientific) program. Curriculum. Programs of academic disciplines. Working curriculum. Working programs of credit modules.

**Theme 6.** Methods of teaching professional disciplines. Concepts of "technology", "methodology", "method" in modern pedagogy. The specifics of teaching methods of professional disciplines in higher education. System of verbal and verbal-visual methods of teaching professional disciplines. Techniques for using visualization tools and on-screen manuals for professional disciplines. The method of using tasks in the subject, practical educational situations, role-playing games, simulations in teaching. Methods of selecting tasks for practical classes in higher education. Directions for improving methods of teaching professional disciplines.

**Theme 7.** Pedagogical technologies of teaching professional disciplines. Individualized, individual-group and group forms of differentiated education. Problem-based learning. Game learning technologies. Credit-modular learning technology. Modular and developmental training.

**Theme 8.** Studying professional educational disciplines in higher education: control and assessment of outcomes. the goal, responsibilities, and importance of evaluating the outcomes of professional discipline training. The system of content regulation for educational results. control and learning objectives are related. The following are the purposes of knowledge monitoring for students:

educational, diagnostic, assessing and evaluating, educational, developmental, motivating and stimulating.

### 3. CREDIT STRUCTURE

Themes	Hours					
	Lectures	Practical classes	Independent work	Training CPIT	Individual work	Forms of control
<b>Content module 1. Basics of Psychology of teaching professional disciplines</b>						
<b>Theme 1.</b> The discipline's subject, objectives, and tasks. The foundations, components, and assignments of psychology.	4	2	10	4	1	Current evaluation, Standard tests Case studies
<b>Theme 2.</b> Students' peculiarities in age psychology. Idea of a group. Individuality and group. Being a student as a social group.	4	2	10		Current evaluation Case studies	
<b>Theme 3.</b> Interaction psychology between instructors and students.	4	2	8		1	Current evaluation, Standard tests Case studies
<b>Theme 4.</b> Psychological characteristics of student motivation for learning.	4	2	8		Current evaluation, Standard tests Case studies	
<b>Content module 2. Basics of Pedagogy of teaching professional disciplines</b>						
<b>Theme 5.</b> Normative documents and the content of education as a component of the educational policy of the state. A competent approach to the formation of the content of education. Law of Ukraine "On Higher Education"..	4	2	8	2	1	Current evaluation, Standard tests Case studies
<b>Theme 6.</b> Methods of teaching professional disciplines. Concepts of "technology", "methodology", "method" in modern pedagogy. The specifics of teaching methods of professional disciplines in higher education.	4	2	8		1	Current evaluation, Standard tests Case studies
<b>Theme 7.</b> Pedagogical technologies of teaching professional disciplines. Individualized, individual-group and group forms of differentiated education.	4	2	8		1	Current evaluation, Standard tests Case studies

<b>Theme</b> 8. Studying professional educational disciplines in higher education: control and assessment of outcomes. The goal, responsibilities, and importance of evaluating the outcomes of professional discipline training.	2	1	4			Current evaluation, Standard tests Case studies
<b>Totally</b>	<b>30</b>	<b>15</b>	<b>64</b>	<b>6</b>	<b>5</b>	

#### 4. CONTENT OF PRACTICAL CLASSES

##### **Practical lesson No. 1**

Topic: Subject, goals and tasks of the educational discipline. Basics, features and tasks of higher school psychology. Psychological features of educational and cognitive activity.

Purpose: to acquaint students with the subject and tasks of higher and professional psychology before higher education.

Questions for discussion:

1. The subject, goals and tasks of higher school psychology.
2. Psychological analysis of the pedagogical activity of a teacher of higher and professional pre-higher education.
3. Specificity and features of higher school psychology.
4. Functions of higher school psychology.
5. The essence of the higher education process

##### **Practical lesson No. 2**

Topic: Peculiarities of age psychology of students. Group concept. Personality and group. Studentship as a social group.

Purpose: to acquaint students with the peculiarities of the age psychology of students and the issues of modern Ukrainian and international students.

Questions for discussion:

1. Peculiarities of age psychology of students.
2. Concept of the group. Personality and group.
3. Studentship as a social group.
4. Characteristic features of studentship, increased social activity, independence in time planning, self-esteem, maximalism and clarity of assessment.
5. Modern Ukrainian and international studentship.
6. Adaptation of students to study at a higher educational institution.

##### **Practical lesson No. 3**

Topic: Psychology of interaction between teachers and students. Peculiarities, volume, intensity and content of teachers' communication with students in the process of teaching professional disciplines.

Purpose: to acquaint students with the psychology of interaction between teachers and students, communication and the emergence of conflicts.

Questions for discussion:

1. Emotional and creative, ethical and moral aspects of communication.
2. Communication barriers that prevent effective communication.
3. Conditions for overcoming communication barriers. Types of student-teacher conflicts and their causes.
4. Structure and dynamics of conflicts. Functions of conflicts. Prevention of conflicts in higher educational institutions and features of their resolution.

#### **Practical lesson No. 4**

Topic: Psychological features of students' motivation to study.

Purpose: to acquaint students with the psychological features of students' motivation to study.

Questions for discussion:

1. Problems of learning motivation in higher education.
2. Motivation of educational activity.
3. Dependence of motivation on the complexity of the task.
4. Ways of increasing students' motivation to improve the quality of education.

#### **Practical lesson No. 5**

Normative documents and the content of vocational education as a component of the educational policy of the state. A competent approach to the formation of the content of education.

Purpose: to acquaint students with the subject and tasks of higher and professional psychology before higher education.

Questions for discussion:

1. Law of Ukraine "On Higher Education".
2. National framework of qualifications. Professional standard. Standard of higher education.
3. Educational (educational-professional, educational-scientific) program. Curriculum. Programs of academic disciplines.
4. Working curriculum. Working programs of credit modules.

#### **Practical lesson No. 6**

Topic: Methods of teaching professional disciplines. The specifics of teaching methods of professional disciplines in higher education.

Purpose: to acquaint students with methods of teaching professional disciplines

Questions for discussion:

1. System of verbal and verbal-visual methods of teaching professional disciplines.
2. Techniques for using visual aids and screen guides for professional disciplines.
3. The method of using tasks in the subject, practical educational situations, role-playing games, simulations in teaching.
4. Methods of selecting tasks for practical classes in higher education.
5. Directions for improving the methods of teaching professional disciplines.

### **Practical lesson No. 7**

Topic: Pedagogical technologies of teaching professional disciplines. Individualized, individual-group and group forms of differentiated education.

Purpose: to acquaint students with pedagogical technologies of teaching professional disciplines Questions for discussion:

1. Pedagogical technologies of teaching professional disciplines.
2. Individualized, individual-group and group forms of differentiated education.

Problem-based learning.

3. Game learning technologies.
4. Credit-module learning technology.
5. Modular and developmental training.

### **Practical lesson No. 8**

Topic: Control and evaluation of the results of studying professional educational disciplines in higher education.

Purpose: to acquaint students with the methods and forms of control and evaluation of the results of studying professional disciplines in higher education.

Questions for discussion:

1. Control and evaluation of the results of studying professional educational disciplines in higher education. The purpose, tasks and significance of monitoring the results of training in professional disciplines.
2. The content system for monitoring learning outcomes.
3. Relationship between control and learning goals.
4. Functions of monitoring students' knowledge: educational, diagnostic, measuring and evaluating, educational, developmental, motivational and stimulating.

### **6. COMPLEX PRACTICAL INDIVIDUAL TASK**

CPIT has the form of educational situational situations (case-studies), which cover all topics. The purpose of performing the CPIT is to demonstrate the ability to conduct a proper search, the ability to critically evaluate and interpret complex patterns of student behavior, as well as to convincingly prove one's arguments to the listener (reader). CPIT is carried out in accordance with the requirements and rules brought to the students in advance and is one of the mandatory components of credit. CPIT is issued to the student in the first two weeks of study and is completed during the semester in accordance with the established schedule, compliance with which is a necessary prerequisite for admission to passing the modules. Students prepare a portfolio of analyzed cases and a ppt presentation.

Presentations consist of the following parts:

1. Case description
2. Case analysis
3. Definition of the theory for solving the case
4. Conclusions
5. Recommendations



## 7. CONTENT AND TASKS FOR STUDENTS' INDEPENDENT WORK

	Themes
1	Psychological readiness of first-year students for higher education
2	Development of the need-motivational sphere of students in the learning process.
3	The role of psychological and pedagogical training of the future teacher of a higher school.
4	Development of independent creative thinking of students in the learning process.
5	Socio-psychological prerequisites of student group cohesion.
6	Pedagogical conflict in the "student-teacher" relationship, its features, causes and models of constructive resolution.
7	Psychological culture as a component of teacher professionalism.
8	Psychological adaptation of a young teacher to scientific and pedagogical activity.
9	Psychological and pedagogical features of students' independent educational work.
10	Psychological service in higher education.
	Totally 64 hours

## 8. TRAINING

Training's goals include fostering a pleasant microclimate in the class, ensuring that settings are conducive to unrestricted dialogue, and fostering the students' creative potential.

The training's objectives are to acquaint students with the idea of "professional competence," to describe the essential elements of professional competence, to assist in the coordination of professional self-improvement and self-education, and to identify the methods by which students' personalities might come into their own.

Interactive activities such as "Magic Jug," "Step to Success," "Applause," and "Field of Impressions" are included in the training format. This comprises organized presentations, video representations, conversations, and individual and group exercises.

## 9. EVALUATION TOOLS AND LEARNING RESULTS DEMONSTRATING METHODS

In the process of studying the discipline, the following methods of evaluating the student's academic work on a 100-point scale are used:

- current testing and survey;
- final testing for each content module;
- modular works;
- evaluation of the implementation of CPIT;
- exam.

## 10. CRITERIA FOR IN-CLASS AND FINAL ASSESSMENT

Evaluation method

The final grade of the course is calculated in the following manner:

The final score (based on a 100-point scale) is a grade point average based on specific credit components:

Module 1	Module 2	Module 3	Module 4
20 %	20 %	20 %	40 %
1. Grades in classes: 4 topics of 10 points each - max. 40 points. Written work - max. 60 points.	1. Grades in classes: 4 topics of 10 points each - max. 40 points. 2. Written work - max. 60 points.	1. Participation in trainings - max. 10 points. 2. Preparation of CPIT - max. 60 points. 3. Defence of CPIT - max. 30 points.	1. Tests (5 tests - max. 25 points) 2. Theoretical question - max. 25 points. 3. Problem (case) - max. 50 points.

### Evaluation scale

University's scale	National scale	ECTS scale
90 – 100	«Excellent»	A
85 – 89	«Good»	B
75 – 84	«Good»	C
65 – 74	«Satisfactory»	D
60 – 64	«Satisfactory»	E
35 – 59	«Unsatisfactory with an opportunity to retest»	FX
1 – 34	«Unsatisfactory with a mandatory course repeat»	F

### 11. Equipment and software for the course

№	Equipment	Themes
1	Notebook	1 - 8
2	Multimedia projector Interactive board	

### References

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2. Bakhrushin V.C. Problems of disaggregation of standards of the third level of high lighting in Ukraine. Lighting analysis of Ukraine. 2021. No. 4(15). pp. 46-59. (Only for standards of the 3rd level).
3. Bakhrushin V.C. Standardization could be of great importance as a tool for ensuring the same level of knowledge in the same subject area. Lighting analysis of Ukraine. 2020. No. 2(9). pp. 50–66.
4. Bekh I. D. Specialism on the way to spiritual values: monograph. Kiev-Chernivtsi: “Bukrek”, 2018. – 296 p.
5. Gapon N. P. Theoretical and methodological problems of psychology: the beginning. pos\_b. Lviv: LNU im. I. Franka, 2018. – 131 p.

6. Golovenkin V.P. Pedagogy of a high school. Podruchnik. Kiev: KPI im. Igor Sikorsky, 2019. – 290 p. URL: <https://ela.kpi.ua/handle/123456789/29032>
7. Law of Ukraine “On seeking illumination” – <http://zakon4.rada.gov.ua/laws/show/1556-18>;
8. Law of Ukraine “On lighting” – <http://zakon5.rada.gov.ua/laws/show/2145-19>
9. Ignatovich, O.M. (2018) Psychological foundations for the development of the innovative culture of pedagogical practitioners. Monograph. "DKS Center", Kiev, Ukraine. URI: <http://lib.iitta.gov.ua/id/eprint/710964>
10. Klimova K. Ya. Spinning culture as an element of pedagogical mastery laying the foundation of great illumination. Scientific book of hours NPU named after M.P. Dragomanova. The creativity of a teacher: problems of theory and practice: a collection of scientific works. VIP. 31 (41). 2019. – 131 p.
11. Methodological and theoretical problems of psychology: a basic textbook for listeners and students of advanced knowledge / Korolchuk M.S. and others. K.: Nika-Center, 2018. – 336

### **Internet resources**

1. National Library of Ukraine named after V.I. Vernadsky. URL: <http://www.nbuv.gov.ua> Library im. L. Kanishchenko Zakhidnoukrainsk National University. URL: <http://library.wunu.edu.ua/index.php/uk/>
2. Library L. Kanishchenko Zakhidnoukrainsk National University. URL: <http://library.wunu.edu.ua/index.php/uk/>
3. Library V.G. Korolenko. URL: <http://korolenko.kharkov.com/>
4. Legal framework of Ukraine. URL: <http://zakon3.rada.gov.ua/>
5. Student electronic library. URL: <http://www.lib.ua-ru.net/>
6. Ternopil region universal scientific library. URL: <https://library.te.ua/>